

Bulletin

*The University
of Massachusetts*

REPORT OF THE PRESIDENT

to the Board of Trustees, the Governor, and Citizens
of the Commonwealth

JANUARY, 1952 TO JANUARY, 1953



February 12, 1953

The Honorable Joseph W. Bartlett
Chairman, Board of Trustees
The University of Massachusetts

Sir:

I have the honor to present through you to the Board of Trustees for transmission to the Governor of the Commonwealth the annual report of the University of Massachusetts for the year ending January 1, 1953.

Respectfully submitted,

RALPH A. VAN METER, *President*

VOLUME XLV

APRIL 1953

NUMBER 3

Published five times a year by the University of Massachusetts: January, February, April (two), May. Entered at Post Office, Amherst, Mass., as second-class matter.

The report of the President for the year ending January 1, 1953, is part of the 90th annual report of the University of Massachusetts, and as such is Part I of Public Document 31. (Section 8, Chapter 75, of the General Laws of Massachusetts.)

President's Report

1952

This is my sixth report as President of the University. In the past six years the University has had fine and continuing support from this Board of Trustees, from successive legislatures, from state officials, from the alumni and from a host of others interested. This support has been a key factor in the growth and development that has characterized this period.

Because the most important work of the University is teaching and research, perhaps the most significant event of the past year at the University was the admission in September of an entering undergraduate class of 1076—669 men and 407 women. It may be said of this class, as it may be said of every entering class since the end of World War II, that this is the largest entering class in our history. Its significance, however, is not that it is the largest, but that it is only slightly larger than the previous entering class of 1045 freshmen in September, 1951. This slight increase is an indication that the University has entered a new period of gradual growth following the period of emergency growth in the years immediately following World War II.

The period of emergency growth was marked by relatively large increases each year in the number of freshmen the University could accept while maintaining proper teaching standards. The 1951 class of 1045 freshmen, for example, was a fourth larger than the record class of 847 admitted in 1950. This 1950 class, in turn, was a third larger than the record class of 621 admitted in 1949. This 1949 class, in turn, was almost 50 per cent larger than the record class of 471 admitted in 1948. This 1948 class was only slightly larger than the 415 admitted in September 1947—although the University was stretched to the limit of its capacity then, as it is today.

These entering classes reflect the pressures for admission to all colleges in the years since World War II. The present relative decline in pressure is a result of several factors. The

low birth rate of the depression years has resulted in fewer students of college age than we shall have soon. The defense forces are competing for the services of a relatively small generation. High wages in industry and active industrial recruiting programs draw young men and women from the same reduced pool.

This situation will change soon. Today's College enrollments must be considered low. Our present students were born in the nineteen thirties when the birth rate was about 18 per thousand. In 1952 it was 25 per thousand. Families are having nearly 40% more children than in the nineteen thirties, and there are many more families. The increase in number of births that started about 1940 is still very much in evidence. The "wave" has not receded. In 1952 there were more than 3,900,000 births in the United States—the largest number in one year in the history of the country.

These children are now crowding the elementary schools. Elementary schools in the United States enrolled 26,000,000 pupils in 1952. The number will more than double in five years. High school enrollments are still largely unaffected by this increase, but the pressure will reach them in about two years. The high school enrollments are certain to rise sharply until about 1962. That high level of high school attendance will be carried along until 1970 at least.

A slow rise is evident in college attendance which has nothing to do with the increased birth rate. In 1940 college graduates were 4.6% of the population 25 years old or older. In 1952 they were 6%. The per cent of high school graduates that goes on to college is rising. This is partly a result of a rise in incomes. But more important are the greatly increased opportunities in the professions. The increasing demand for technically trained men and women is as widespread as the natural ambitions of young Americans.

Admiration for people who can do things well is an outstanding characteristic of the American people. The Armed Forces in World War II reinforced the American belief that a college education greatly increases the ability of an individual to go on to high accomplishment. College graduates

in the Army, Navy, Air Force and Marine Corps moved rapidly to positions of power and responsibility. The thousands of soldiers and sailors sent back to college to learn more in order to be more useful will not soon be forgotten.

Then, after the War, governmental assistance to veterans enabled many thousands to secure college educations who had never thought of college as a possibility. Large numbers came from families who had never sent a boy or girl to college. These veterans are now graduated and are settling into successful careers. All this is not lost on the younger brothers and sisters. They, too, are determined somehow to go to college.

This tremendous confidence of the American people in the value of a college education, and the great sacrifices parents often make to keep their children in college, throw a new responsibility on those who guide and direct our institutions of higher education. Somehow we must meet this challenge.

The present slow rise in pressure for admission to college will be stepped up sharply in about five or six years when the boys and girls born in the early 1940's reach college age. The number of eighteen year olds will increase to a high plateau in about 1965. The boys and girls are already born to maintain this high level for at least several years. Increasing base population will guarantee a continuing large number of children even if the birth rate declines.

It has been estimated that either college attendance must be increased by 50% by 1965 or that college must be denied to thousands of able and ambitious boys and girls. Whether or not this goal can be met fully is doubtful. Whatever is done in that direction, however, must bring a certain re-orientation to higher education in this country. Many private colleges are not interested in growing larger. Others cannot expand much because of the endowment situation in an inflationary period. This will throw a disproportionate part of the load on the tax-supported colleges and universities.

This situation is always in our minds as we look to the years ahead. We are trying to develop fast enough to keep

pace with the demand for admissions. We hope we shall not fall so far behind as we were in 1946 when a sharp increase in demand by veterans required us to establish a branch at Fort Devens to accommodate several thousand students while we built more facilities at Amherst.

We cannot well build ahead of demand but we are making every effort to grow with the demand and to approach the end of the decade with a well-rounded staff and with a plant that is reasonably free from the seriously congested places that still plague us.

The Faculty

The great strength of the University lies in its faculty. Few of those who have never been closely associated with college or university staffs realize the wholehearted devotion to their work that characterizes these men and women.

There are many problems closely related to teaching and research that can be solved best by the teachers and research workers who are closest to the situations involved. This means the assignment of many faculty members to committee work for varying periods. The ability which is focused on these problems, combined with the industry and enthusiasm with which the work is done, is most heartening. Administration of the University would be most difficult without the full cooperation of the faculty.

Retirements continue to remove some of our most experienced staff members. At the beginning of the year, Basil B. Wood retired as librarian after 27 years of devoted and unselfish labor in the interest of the University. In February 1952 Edwin F. Gaskill retired after 27 years as head of Station Service. On August 31, Dr. Walter S. Eisenmenger, head of the Department of Agronomy, retired after 25 years on the agricultural staff. Also on August 31, Dr. Henry J. Franklin retired as head of the Cranberry Experiment Station at Wareham after 44 years of service. Again, on August 31, Guy V. Glatfelter retired from the Placement Office after 30 years in agricultural and placement work.

On January 31, William L. Machmer retired after 42 years. For more than a quarter of a century he had been Dean of the University. He had more to do with the direction of development of this University than any other man in his period of service.

We have lost through retirement more than 30 key men and women in the past 10 years. This has made a change in the University, for the University is the combined shadows of all those who are actively interested in it—the administration, the faculty, the trustees, and a host of friends who are in positions to make their influence felt.

No man is ever replaced in fact. We get a good man to fill the position and then inevitably change directions just a little in line with the new situation. We hope we can retain the best that has been developed by these older men and we look ahead with confidence in an institution that has such tremendous vitality and wonderful potentialities for the years ahead.

Students

This is the second year in which we have admitted more than one thousand freshmen. We selected them from more than 3000 applicants. Two years more will fill the four classes at this level and bring the classes into balance for the first time since the large classes of veterans were graduated.

Our enrollment this year is 3223 in the four-year undergraduate college, 274 in the Graduate School, and 294 in the two-year Stockbridge School of Agriculture—a total of 3791 students. An additional 435 registered in the Summer School. This total enrollment reflects an increase over the previous year of 175 students.

The curriculum for the first two years is much the same for all students, but in the junior and senior years the undergraduates concentrate on some field of major interest. Nearly half our four-year students have a major interest in Arts and Sciences, followed in order by Engineering, Business Administration, Agriculture and Horticulture, Home Economics, and Physical Education for Men.

The enrollment of women was severely limited in the earlier post-war years to make room for large numbers of veterans. The number of women students has now been increased to meet more adequately the needs of qualified young women of the state. The ratio in freshman classes is approximately four women to six men. This is about the proportion in which well-qualified candidates present themselves for admission. This year's total of 1173 women is double the enrollment of women of six years ago.

Most women students have a major interest in Arts and Sciences. Home Economics has the highest enrollment of women students among the professional fields. Women are enrolled, however, in every curriculum of the University, except the Military Division and Physical Education for Men.

Counselling for women is well organized and effective. Academic counselling by faculty advisers is supplemented by informal personal counselling in the dormitories under the guidance of resident housemothers and trained student leaders. Experience in dormitory living is an integral part of the educational and social environment of women students.

There are 336 veterans still on the campus. Half of them are aided by Public Laws 16 and 346, the Veterans Education Laws of World War II. Other veterans have exhausted their benefits and are proceeding on their own resources.

In the fall of 1952 the new law, Public Law 550, became effective. Sixty-seven veterans are enrolled under the new law. It is expected that the number of veterans of Korea will increase sharply in the autumn of 1953.

Housing and Health

Two dormitories for men were used this year by women students. We are fortunate in having certain dormitories so located that they can be used for either men or women. It gives a much needed flexibility to housing arrangements.

To free these dormitories for the use of women students it was necessary to place an extra man in each room in the

County Circle dormitories and in some of the rooms in freshman dormitories. This very unsatisfactory crowding will be relieved by the completion of the two dormitories now under construction.

All but six apartments of the temporary housing for veterans provided in 1946 were torn down this year. This housing no longer provided safe quarters. The six remaining units are occupied by student families too large to fit into our apartment dormitories. We still have 65 units available for married students. Our two apartment dormitories are so constructed that they may readily be returned to regular dormitory use, but we shall probably continue for some time to need the apartments for student families.

The Student Health Service meets the needs of students in several ways. It reviews the records of physical examinations done by home doctors before the student enters the University, notes those in need of special attention, and screens out those unable to take basic military training or physical education. It gives physical examinations to all candidates for varsity teams. It provides treatment for all ambulatory cases of student illness in the out-patient clinic from Monday through Friday. It provides bed care in the Infirmary for minor illnesses and injuries. It provides medical advice in the offices of the University Physicians, and it refers serious or complicated cases to specialists or hospitals as indicated.

Testing and Counselling Service

For some years we have administered classification tests to freshmen to provide measures of the range of scholastic aptitudes of individual students. To increase the value of these tests in counselling students, research is underway to determine their accuracy and to establish local norms.

Psychological tests of interests, aptitudes, intelligence and personality are available to any students who feel that such information would be of value. When academic failures result from ineffective reading and study habits, the student may be given help toward improvement either individually or as a member of a small group.

Financial Aid to Students

Most of the men and women students who attend the University work in summer to help defray their expenses. Many of them have part-time employment during the college year. They work in offices and dining halls, help do the janitor work and the farm work, and work in the town in private homes or for business firms.

The hours of employment vary from an occasional hour to more time than any student should take from his academic program. Last year nearly 700 students earned \$85,630 on the campus during the academic year.

Many able and deserving students, however, are unable to meet college expenses without loans or scholarships. This year 513 students received \$80,900 in scholarship aid. One hundred scholarships of \$250 each provided by the Commonwealth have eased the way for many students in desperate need of assistance. Most of our other scholarships are in Agriculture. They are needed in Agriculture but we do need also many more scholarships available to students in Arts and Sciences, Engineering, Business Administration, Home Economics and other fields.

The interest in scholarships of local organizations in every corner of the state is most encouraging. Many Granges, Service Clubs, and other groups provide scholarships for local young men and women. Often it is this kind of help that makes a college education possible for some ambitious student.

Religious Activities

Religious activities of students at the University are under the direction of three Chaplains assigned to the campus by organizations of Protestant, Catholic and Jewish faiths. In addition to the general student organizations, the Student Christian Association, the Newman Club, and the Hillel Foundation, there are denominational groups by which the student is drawn into the fellowship of the local churches of Amherst.

The Hillel Foundation offers special programs for the Holy Days in addition to the regular club meetings. The Newman Club sponsors a three-day retreat in the spring semester. Under the auspices of the Council of the Protestant Chaplain all the denominational clubs join with the Student Christian Association and dormitory representatives in conducting Christmas Vespers, weekly communion services in Lent and a Religious Convocation Day in spring.

Non-credit courses in religion are offered by the three faiths, and the Chaplains are available at regular hours for individual conferences with students.

The Schools

The School of Liberal Arts, under Dean Frank Prentice Rand, serves all Schools in the field of general education and in addition continues to engage the major or professional interest of more students than any other School by a wide margin. It has at present 934 major students. Significant among developments in Liberal Arts is the implementing of a program in the Department of Education leading to the training of teachers for Elementary Education. This recognizes an urgent need for more and more teachers in the public schools and also an insistent demand from a substantial number of our students who look forward to careers in teaching.

Courses are being developed which point to majors in Journalism and in Speech. Both are of particular interest to the fields of radio and television. Major courses in Recreational Leadership in the department of Education, represent a broadening in the scope of another important professional field of interest.

The rapid growth of this School has resulted in serious crowding which will soon become crippling in its intensity unless it can be relieved. The building program for the immediate future proposes a classroom building for liberal arts.

With 642 major students the School of Science, under Dean Walter S. Ritchie, ranks second in School enrollment.

A live and active staff interest in research is of first importance to science departments. It not only produces

tangible results in the way of new information but keeps the staff abreast of the rapid developments in its field and enlivens the whole teaching process. Research is increasing throughout the science departments. The principal deterrent is heavy teaching schedules, almost every department being overcrowded with students.

Despite this situation, more than 80 research papers were published by staff members of this school during the past year. Several substantial grants for research have been received by science departments during the year. A cancer research project of the Zoology Department is supported by the American Cancer Society. Investigations of a chemical nature are supported by the Office of Naval Research, The Research Corporation and Army Ordnance. Research in Entomology has had substantial support through the Pest Control Operators research fund. Many other grants of funds from outside the University are doing much to keep research programs active; for example, one honor student of the class of 1951, has just completed a successful year at the Zoological Station in Naples, Italy.

The rapid increase in enrollments in Science has led to such overcrowding that it is interfering with teaching, especially in the Departments of Bacteriology and Public Health, Chemistry, Botany, Zoology, Geology, Mathematics and Entomology. New buildings proposed for the immediate future will bring relief.

School of Engineering

The School of Engineering, under Dean George A. Marston, has 476 students this year. Engineering is now enrolling about 15% of the freshmen who enter the University. There is every indication that the enrollment will increase steadily.

Although this School is only in its sixth year, it has made notable progress in building a competent staff and a satisfactory curriculum. Its dean reports that all its graduates

in the past year were in demand by industry and defense plants, and that recruiters find our graduates compare favorably with those from older engineering schools.

Funds were provided this past year for the completion of the main engineering building. This will not only give us splendid quarters for Engineering, but the added classrooms will ease demands on classroom space in other areas. A new steam engineering laboratory was started in the Engineering Annex. The Engineering library is being built up as rapidly as funds permit and has reached 2500 volumes, most of them recent publications.

Engineering is a profession, and engineering teachers think of themselves as engineers as well as teachers. A high professional morale exists in this School. All of its faculty members have been active in professional and industrial organizations or in publishing. For example, during the past year one of the staff members brought out a textbook on basic engineering metallurgy that has been widely adopted for use in college teaching. Other staff members have served as consultants to the Massachusetts Civilian Defense organization, and still others have engaged in research and consultant work for private industry.

Many of the smaller industries in our state cannot maintain technical research staffs, and a large percentage of the technical problems of such industries could be solved if brought to the attention of staff members in our engineering school. Because the opportunity for this type of service to Massachusetts industry is so large, plans are being made for a full-time director and a full-time engineering extension professor in our Engineering Research Institute.

Business Administration

The School of Business Administration, with 413 students, has grown 75% in the past four years. The staff, under Dean Milo Kimball, has been strengthened by new appointments in the past year and the curriculum has been improved by the rearrangement of several courses.

A course in Administrative Accounting and Control has been added. Business Law has been extended to cover a full year. The traditional course in Money and Banking has been replaced by a survey of all financial institutions. A new course in Insurance was offered last year for the first time. It is interesting to note that an increasing number of young women are enrolled in the curriculum in Merchandising.

Agriculture and Horticulture

As I have pointed out in previous reports, the School of Agriculture and Horticulture has a somewhat different relationship to the Commonwealth than the other Schools. This is an industrial state, yet agricultural production is of importance in many ways. Food costs, for example, would be higher if it were not for the substantial amounts of milk, fruit, eggs, poultry and other food supplied by the intensive agriculture which prevails here. The School of Agriculture must continue to be the source of technical information, leadership and service for the agricultural industry.

Reorganization of our agricultural services, under Dean Dale H. Sieling, has been underway for some time and is proceeding very well. Coordination of teaching, research and extension work has been greatly improved. In the past year all farm help, farm machinery equipment, transportation and farm land have been brought together in a common pool. This will provide a flexibility in the use of all our resources in this field which should result in their more efficient use.

Plans are also underway to marshal all our professional resources in Agriculture and Horticulture and apply them to all the fields of teaching, research and extension to bring about a closer coordination and increased effectiveness.

The School of Agriculture and Horticulture has enrolled this year 378 four-year undergraduates, 294 in the two-year Stockbridge School, and 74 graduate students. This is nearly one-fifth of our total enrollment.

In the past year the University was chosen by the Mutual Security Agency as the principal institution for the training of two groups of foreign agriculturists who were brought to

the United States under the Mutual Security and Point IV programs. The first program was a three-weeks fruits and vegetable session attended by 23 Europeans. The second was a two-weeks session on pastures attended by 41 experts in grasslands management from Europe. Both groups were very enthusiastic about these institutes.

The Stockbridge School program in Food Management is being reorganized. It has the firm support and assistance of the Hotel Managers and Stewards Association. An excellent program in city and site planning has been developed in the Department of Landscape Architecture, and a special summer program composed of intensive courses in Forestry and Engineering is new for forestry students.

The Agricultural Extension Service continues to center its efforts on agriculture, homemaking and youth problems. An interesting recent development in extension work is the inclusion of urban and suburban residents who previously had little or no part in Extension programs. Much of the information disseminated by the Extension Service is of interest to suburbanites in particular, and the programs are now directed to all the people.

The Extension Service has conducted a half-hour television show each week as a joint project of state and county organizations.

We have had a substantial number of important contributions by Agricultural Research in the past year. For example, a new tomato immune to leaf mold has been developed. Fundamental studies on vinegar manufacture indicate that more effective means are available for the making of vinegar and the effective utilization of surplus low grade apples.

Agricultural control services tested a million and a quarter birds for pullorum, several thousand for infectious bronchitis, and have done much diagnostic work on other diseases. The Shade Tree Laboratories cultured 8000 Dutch Elm disease samples for diagnostic purposes.

The School of Home Economics, like the School of Agriculture, includes three services: resident teaching, extension

and research. In the past year a continuing effort has been made to coordinate activities of these services more closely under the Dean of the School, Dr. Helen S. Mitchell.

The past six years have been marked by a steady growth in enrollment in Home Economics from 111 students to 293 this past semester. The research staff has completed five years of nutritional studies conducted cooperatively in the Northeastern Land Grant Colleges, and results are now being prepared for publication.

The Division of Physical Education, under Professor Warren P. McGuirk, is organized in three departments: Athletics, Physical Education for Men, and Physical Education for Women.

Five hundred and seventeen students played on varsity athletic teams in the past year. The sports represented were football, basketball, soccer, winter track, spring track, swimming, pistol, baseball, golf, tennis, lacrosse and skiing.

With a goal of "Athletics for Everyone", interest in intramural athletics has increased to a marked extent in the past two years. We have now reached the limit of physical facilities and of personnel for supervision. About half of the men students took part in these programs. In touch football, 24 teams played 276 games; in basketball, 34 teams played 561 games; and in softball, 28 teams played 373 games. It is probable that participation can be increased 50% when we can develop the necessary facilities. This development is in the planning stage.

A revision of the curriculum for professional training in Physical Education is now in effect. The course provides for a strong supporting minor in an academic subject, a broader opportunity for teaching certification, and a more comprehensive professional program.

Each woman student in the freshman and sophomore year is required to take part in one individual sport, one team sport, some type of dancing, and to pass a safety test in swimming. Also required are courses in life saving, water safety and basketball officiating. These courses are popular

with women students who are interested in camp counselling during the summer or in teaching in secondary schools.

All extra-curricular sports and dancing for women students are organized and directed by the Women's Athletic Association Council, composed of 16 students and the women's physical education staff. Practice games and tournaments are scheduled in archery, badminton, basketball, bowling, field hockey, softball, swimming, tennis and volleyball. Two well-organized clubs develop synchronized swimming and modern dancing. Swimming shows have attracted much interest. Invitation games with other colleges involve more than a hundred girls each year.

We need very much to improve the facilities in this field. A new building for Physical Education for Women is next on our building program.

Our Graduate School, under Dean Gilbert L. Woodside, has been carefully reorganized and the new program of graduate work has been adopted gradually in the past year. We believe that this new program will materially strengthen all phases of our graduate work.

Great and continuing development of the sciences has brought into the universities so much information pertinent to professional work that it is hardly possible today to graduate competent professional men and women in four years of undergraduate science instruction. Some of the intensive specialization required in some professional undergraduate programs must be passed on to graduate schools.

This situation will certainly result in the expansion of graduate education. Since a graduate program is an active stimulant to a department, we should like to see the graduate program extended gradually into every department that is staffed to handle graduate work well.

Building Needs

Among the capital outlay items approved by this Board of Trustees for the fiscal year beginning July 1, 1953, are three buildings of major importance.

The first is a physical education building for women. With more than 1200 women students we have a larger enrollment of women than many women's colleges. Facilities for physical education for women consist of quarters in what is known as the Old Drill Hall. This is a wooden building constructed in 1883. It was abandoned 22 years ago by the department of Physical Education for Men as no longer suitable for physical education purposes, and turned over to women at a time when there were few women on the campus. Facilities are meager, antiquated and wholly unsuited to present-day needs.

We have more than twice as many women now as we had men undergraduates 22 years ago. In this past year we have accommodated women enrolled in the required physical education classes by such make-shift arrangements as holding classes in dormitories.

Because it will take a year to draw plans for this building we are asking the Legislature for funds for preparing plans so that an accurate cost figure may be submitted later with a request for an appropriation for construction. This project has the approval of the Public Building Commission.

The second major item is an addition to Goessmann Laboratory, the chemistry building. This laboratory and classroom building was built in 1924 to accommodate 750 students. Today there are 1346 student enrollments in chemistry courses. We have come to the point where some students who wish to take chemistry courses must be turned away.

Moreover our Department of Chemical Engineering is housed in temporary, crowded and unsuitable space in the Engineering Annex building. The proposed addition to the chemistry building would provide for the needs of the Chemistry department and also suitable quarters for chemical engineering. Chemistry and chemical engineering would then share laboratory, storage, library and classroom space. This addition to the chemistry building has been approved by the Public Building Commission and funds have been made available for developing plans.

The third building in the present budget is a classroom building for Arts and Sciences. We have 1576 students with a major interest in Arts and Sciences. Every other student spends most of the first two years in the college. Classes in the humanities and social sciences are held all over the campus wherever a classroom is available for an hour.

Two buildings, in particular, that are used continuously by this college should be replaced. The 58-year-old wooden mathematics building was condemned a year ago by the Department of Public Safety as a fire and life hazard. The temporary wooden war-surplus building known as the Liberal Arts Annex is also a fire hazard. Both should be replaced by a safer and more suitable building as soon as possible. We have asked for funds to prepare plans for an Arts and Sciences classroom building.

Another project foremost in the building program is the renovation of the old dining hall into a classroom and laboratory building for the School of Business Administration. This project has the approval of the Public Building Commission. It is supplying funds to plan the necessary alterations.

In concluding my report last year I pointed out that our troubles are mostly growing pains. Some of these are a result of the inevitably uneven growth during the emergency development period immediately following World War II. In this period of gradual growth of the next few years we hope that some of these growing pains will be eased as we fill in areas that had to be neglected.

In general, the University today is in a healthy condition. It is steadily increasing its effectiveness as an educational institution, and will continue to move nearer to fulfilling the State University's obligations to the people of the Commonwealth.

RALPH A. VAN METER

President

February 12, 1953

UNIVERSITY OF MASSACHUSETTS ENROLLMENT

OCTOBER 1952

UNDERGRADUATE COLLEGE

Class.....	1953		1954		1955		1956		Total		
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Total
Liberal Arts	92	79	76	123	85	168	127	184	380	554	934
Science	82	35	105	47	97	65	108	103	392	250	642
Engineering	65	1	67	0	129	1	212	1	473	3	476
Bus. Adminis.	65	9	80	5	127	12	108	7	380	33	413
Agric. & Hort.	63	9	101	8	94	4	89	10	347	31	378
Home Econ.	0	51	0	58	0	82	0	102	0	293	293
Phys. Ed. for Men	13	0	11	0	11	0	25	0	60	0	60
Specials	—	—	—	—	—	—	—	—	16	11	27
	380	184	440	241	543	332	669	407	2048	1175	3223

GRADUATE SCHOOL

Men	Women	Total
240	34	274

STOCKBRIDGE SCHOOL

Class	1953	1954	Total
Men	110	177	287
Women	1	6	7
			294

SUMMER SCHOOL

Men	Women	Total
319	116	435

SUMMARY OCTOBER 1952

Undergraduate College.....	3223
Graduate School.....	274
Stockbridge School	294
Total Enrollment.....	3791

(Office of Publications, October 1952)

